



University of Tennessee, Knoxville
**TRACE: Tennessee Research and Creative
Exchange**

Undergraduate Council Meeting Minutes

Office of the Provost

3-12-2020

Undergraduate Council Minutes of Evote-1 March 9, 2020

Follow this and additional works at: https://trace.tennessee.edu/utk_undergradcouncil

Recommended Citation

"Undergraduate Council Minutes of Evote-1 March 9, 2020" (2020). *Undergraduate Council Meeting Minutes*.

https://trace.tennessee.edu/utk_undergradcouncil/110

This Meeting Minutes is brought to you for free and open access by the Office of the Provost at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Undergraduate Council Meeting Minutes by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

**The University of Tennessee, Knoxville
Undergraduate Council
Minutes of the Evote
March 9, 2020**

Voting Members participating in the evote: Chair Anthony Welch, Ken Baker, John Bell, Richard Bennett, Alison Buchan, Jamie Coble, Erin Darby, Kim Denton, Joanne Devlin, Justin Howe, Chris Magra, Lindsay Mahony, Christine Nattrass, Charles Parker, Phillip Stokes, Kathleen Thompson, Amanda Warren, and Lawand Yaseen

In order to expedite the approval of items inadvertently left out of the Curriculum Committee's agenda for January 14, 2020, that committee conducted an evote of those proposals. The Undergraduate Council has reviewed the items approved by the Curriculum Committee by conducting its own evote.

A quorum of the voting members of the Undergraduate Council took part in the evote. Seventeen members voted to approve all proposals and one member abstained. Therefore, all proposals are approved.

Reports

Curriculum Committee, Minutes of the Evote of February 28, 2020.

Next regularly scheduled meeting: Tuesday, April 14, 2020, at 3:40 pm in the Frieson Black Cultural Center Multipurpose Room.

Approval of minutes: These minutes were certified correct via email on March 11, 2020.

Minutes submitted by: Molly Sullivan

**The University of Tennessee, Knoxville
Curriculum Committee
Minutes of the Evote
February 28, 2020**

Voting Members participating in the evote: Chris Magra, Chair, Katherine Ambroziak, Kim Denton, George Drinnon, Katie Kavanagh, Virginia Kupritz, Christine Nattrass, Kathleen Thompson, Erin Whiteside, Emma Willcox, Angela Wozencroft, and Lawand Yaseen.

In order to expedite the approval of proposals that were submitted by the College of Education, Health, and Human Sciences on October 15, 2019, but inadvertently omitted from the agenda for January 14, 2020, the Undergraduate Curriculum Committee members received these proposals via email after being alerted to the situation during the recent Undergraduate Council meeting. A quorum of voting members actively submitted evotes. All proposals were approved unanimously.

These proposals were mainly low-impact. Mid-impact items were three new courses, three courses to be dropped, and one course to be archived, which were mid-impact only because the UG Curriculum Committee has determined that all course adds/drops/archives are mid-impact by definition. These changes only affect the College of Education, Health, and Human Sciences. Some of the proposals that were submitted by CEHHS on December 1 and approved at the January Curriculum Committee meeting were done with the assumption that the attached proposals would also be presented for approval. For instance, new courses proposed in this document were approved at the January meeting to be incorporated into program requirements; but the courses cannot be added as program requirements until the new course proposals themselves are approved.

Approval of minutes: These minutes were certified correct via email on March 4, 2020.

Minutes submitted by: Molly Sullivan

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
All Changes Effective Fall 2020**

COURSE CHANGES

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

Learning objectives for the BS in Kinesiology:

1. Students will demonstrate an understanding of key disciplinary knowledge
2. Students will use disciplinary knowledge in practical settings related to the major
3. Students will demonstrate capacity for critical thinking

Learning objectives for the Recreation and Sport Management BS program:

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will illustrate current knowledge and skills necessary for practice in therapeutic recreation.
3. Students will understand the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
4. Students will demonstrate capacity for critical thinking.

(KNS) Kinesiology

Mid-
impact:
Drop
course

DROP COURSE

KNS 334 Sport and Community Development (3)

Supporting Information

Rationale: KNS 334 is cross-listed as RSM 334. Review of the curriculum by the faculty deemed it necessary to drop RSM 334 from the curriculum. Impact on other units: Dropping RSM 334 will impact both Kinesiology and Religious Studies. RSM 334 is cross-listed as KNS 334 a department and professional elective for the KNS major and on a list for the Religious Studies Major, BA – Religion and Nonprofit Leadership Concentration. Appropriate measures have been taken to remove the course(s) from the curriculum by contacting the impacted units. Financial Support: The change will not have an impact on department or college budgets. Additional documentation: No additional approvals are required for this change. See attached email of support from Religious Studies.

Mid-
impact:
Add
course

ADD COURSE

KNS 435 Human Obesity (3)

This course will introduce the problem of obesity from an interdisciplinary perspective. Students will review various factors that have contributed to the obesity epidemic, the health/medical impact of obesity, its impact on individuals, and various approaches to the prevention and treatment of obesity. This course will also examine how obesity varies among different racial, socio-economic, age, and geographical groups.

(RE) Prerequisite(s): BCMB 230 and NUTR 100.

Registration Restriction(s): Kinesiology major.

Rationale: KNS 435 was created to provide an opportunity for students to more closely examine the history and current state of the obesity epidemic. The proposed course will give students the opportunity to explore obesity as a health condition that has had a myriad of effects on morbidity and mortality. This course has been delivered successfully in previous semesters as KNS 380 (Special Topics). Impact on Other Units: This course can help relieve enrollment demand in other department and professional elective courses. This course should not impact units beyond the department. Financial Impact: No financial impact is anticipated. This course will be delivered as part of the normal teaching load of an existing faculty member. Additional Documentation: See Attached Syllabus.

Mid-
impact:
Add
course

ADD COURSE

KNS 475 Exercise for Special Populations (3)

Topics covering pathophysiology, exercise responses, and exercise training for individuals with a wide range of diseases affecting the metabolic, cardiovascular, pulmonary, skeletal, and nervous systems.

(RE) Prerequisite(s): C or better in BCMB 230.

Registration Restriction: Kinesiology major.

Supporting Information:

Rationale: This undergraduate course has been taught as a special topics class for the previous three years and student demand (N=30 students per semester) has made it necessary to move it into the curriculum. It is a department and professional elective for Kinesiology majors. The course is a valuable addition because it focuses on specific chronic conditions that health professionals will encounter. It builds on other courses and provides a more in-depth look at the physiology of chronic diseases, the role of exercise in treating patients with the diseases, and precautions that need to be taken when working with these affected populations. This course addition reflects the expertise and interests of Dr. Scott Crouter, a faculty member in the Kinesiology program. Impact on other units: The course can help relieve enrollment demand in courses in other departments that are used by our students as professional electives.

Financial impact: No financial impact is anticipated. The course will be delivered as part of the normal teaching load of an existing faculty member. Learning outcomes supported: This course supports student learner outcomes #1 for the BS in Education with a Kinesiology major through providing information that will improve students' understanding of key disciplinary knowledge) and #3 through providing opportunities to allow them to demonstrate critical thinking skills. Course format and location: The course will use lectures supplemented by group discussions, case studies, and student research presentations. Support for assessment activities: Department advising staff determined that more departmental electives are needed for our students that major in Kinesiology, which will expand our curriculum to prevent bottlenecks and fit with faculty member's expertise. Based on our SACS assessment, there is also further need for improvement in SLO 1 (students will demonstrate an understanding of key disciplinary knowledge) and SLO 3 (students will demonstrate capacity for critical thinking). For SLO 1, students have lower scores in the exercise physiology component. This course will help with fundamentals needed in exercise physiology and will add on to the exercise physiology course material broadening the students' knowledge. For SLO 3, this course will help develop critical thinking through activities such as evaluation where the students will be asked to read a research article on a topic and do in presentation in class on the paper. Additional Documentation: See attached syllabus

(RSM) Recreation and Sport Management

Mid-
impact:
Drop
course

DROP COURSE

RSM 334 Sport and Community Development (3)

Supporting Information

Rationale: Review of the curriculum by the faculty deemed it necessary to drop RSM 334 from the curriculum. The course has not been offered since Spring 2015, and there are no plans to offer the course. Impact on other units: Dropping RSM 334 will impact both Religious Studies and Kinesiology. RSM 334 is listed as a department and professional elective for the KNS major and on a list of optional courses for the Religious Studies Major, BA – Religion and Nonprofit Leadership Concentration. Appropriate measures have been taken to remove the course(s) from the curriculum by contacting the impacted units. Financial Support: The change will not have an impact on department or college budgets. Additional documentation: No additional approvals are required for this change. See attached email of support from Religious Studies.

Mid-
impact:
Drop
course

DROP COURSE

RSM 336 Social Issues in Sport (3)

Supporting Information

Rationale: Review of the curriculum by the faculty deemed it necessary to drop RSM 336 from the curriculum. The content in 336 has been included in the content of RSM 335 Socio-Cultural Foundations of Sport and Recreation. Impact on other units: RSM 336 is included as a department and professional elective for KNS. Dropping RSM 336 is also included as a department and professional elective for KNS. Appropriate measures have been taken to remove the course(s) from the curriculum. Financial Support: The change will not have an impact on department or college budgets. Additional documentation: No additional approvals are required for this change.

Low-
impact:
Revise
course

REVISE TITLE, REVISE DESCRIPTION, ADD (RE) PREREQUISITE(S), ADD REGISTRATION RESTRICTION(S)

RSM 337 International Sport Management (3)

An overview of how sport is organized, managed, funded, and governed across the world. The course also examines the economic, cultural, sociological, and political role that sport plays within the broad process of globalization. Students will gain a better understanding of the similarities and differences of sport in a variety of countries.

(RE) Prerequisite(s): C or better in RSM 201 or C or better in RSM 250.

Registration Restriction(s): Recreation and Sport Management majors.

Formerly: RSM 337 Women in Sport: An International Perspective (3)

The purpose of this course is to examine women's sport throughout the world. Within a social justice framework, it explores theories of globalization in relation to women's sport experiences. Students will gain a better understanding of the similarities and differences of sport for women, and the role of women in sport, in a variety of countries.

Supporting Information

Rationale: The course has been expanded to include all aspects of international sport.

Registration restriction and prerequisite were added to ensure recreation and sport management students have first priority. Impact on other units: This course will be removed from the professional and departmental electives on the KNS showcase. The courses have been removed from the KNS showcase. Financial Support: The change will not have an impact on department or college budgets. Additional documentation: No additional approvals are required for this change.

Low-
impact:
Revise
course

REVISE (RE) PREREQUISITE

RSM 390 Sport Management Practicum II (3)

(RE) Prerequisite(s): 2.5 GPA, C or better in RSM 290.

Formerly: (RE) Prerequisite(s): 290, 2.5 GPA

Supporting Information

Rationale: Currently a comment that is enforced manually. Adding the prerequisite will allow banner enforcement. Impact on other units: This will not have an impact on units outside units.

Financial Support: The change will not have an impact on department or college budgets.

Additional documentation: No additional approvals are required for this change.

Low-
impact:
Revise
course

REVISE (RE) PREREQUISITE

RSM 394 Therapeutic Recreation Practicum II (3)

(RE) Prerequisite(s): 2.5 GPA, C or better in RSM 294.

Formerly: (RE) Prerequisite(s): 294, 2.5 GPA

Supporting Information

Rationale: Currently a comment that is enforced manually. Adding the prerequisite will allow banner enforcement. Impact on other units: This will not have an impact on units outside units.

Financial Support: The change will not have an impact on department or college budgets.

Additional documentation: No additional approvals are required for this change.

Low-
impact:
Revise
course

REVISE COURSE DESCRIPTION

RSM 440 Sport Marketing (3)

An introduction to the fundamental marketing concepts as they apply to the sport and recreation industries. Topics the course will cover include marketing research, promotions, sponsorship, sponsorship activation, sales, fundraising, advertising, and assessment of marketing programs.

Formerly: This course enables students to understand the importance of budgeting and finance in the sports industry. Students will understand how financing works in the sports industry and how corporations are valued. Students will also be introduced to the basic fundamentals of investing and accounting and how they relate to the sports industry.

Supporting Information

Rationale: The course description has been modified to be more reflective of the content of the course. Impact on other units: This will not have an impact on outside units. Financial Support: The change will not have an impact on department or college budgets. Additional documentation: No additional approvals are required for this change.

Low-
impact:
Revise
course

REVISE (RE) PREREQUISITE(S)

RSM 490 Sport Management Internship (6-12)

(RE) Prerequisite(s): 2.5 GPA, C or better in RSM 390.

Formerly: (RE) Prerequisite(s): 390, 2.5 GPA

Supporting Information

Rationale: Currently a comment that is enforced manually. Adding the prerequisite will allow banner enforcement. Impact on other units: This will not have an impact on units outside units. Financial Support: The change will not have an impact on department or college budgets. Additional documentation: No additional approvals are required for this change.

Low-
impact:
Revise
course

REVISE (RE) PREREQUISITE(S)

RSM 494 Therapeutic Recreation Internship (6-12)

(RE) Prerequisite(s): 2.5 GPA, C or better in RSM 394.

Formerly: (RE) Prerequisite(s): 394, 2.5 GPA.

Supporting Information

Rationale: Currently a comment that is enforced manually. Adding the prerequisite will allow banner enforcement. Impact on other units: This will not have an impact on units outside units. Financial Support: The change will not have an impact on department or college budgets. Additional documentation: No additional approvals are required for this change.

DEPARTMENT OF NUTRITION

Learning objectives for the BS in Nutrition

1. Students enrolled in the Didactic Program in Dietetics (DPD) will demonstrate readiness for success in a dietetic internship.
2. Students will demonstrate readiness for graduate study or entry into health professional programs.
3. Upon completing the program, the student will demonstrate the ability to understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
4. Upon completing the program, the student will be able to apply critical thinking skills to solve problems.

(NUTR) NUTRITION

Low-
impact:
Revise
course

REVISE TITLE

NUTR 320 Nutrition Research Design and Methods I (2)

Formerly: NUTR 320 Nutrition Research Design and Methods (2)

Supporting Information

Rationale: This is a housekeeping item, proposed in tandem with changes to NUTR 420 (next item). NUTR 320 is the first course in this series. Therefore, we are proposing the addition of "I" to the end of the course title. Impact on Other Units: None. This course is available to NUTR students only and should not impact other units. Financial Impact: None. This course will continue to be taught as part of the normal course load of existing faculty. Additional Documentation: No additional approval is required for this change. This change is not substantive and does not need to be reported to SACSCOC.

Mid-
impact:
Archive
course

ARCHIVE COURSE**NUTR 413 Food and Nutrition in the Community Practicum (1)***Supporting Information*

Rationale: This is a housekeeping item. This course was approved for an S-designation and all students required to take NUTR 413 will now take NUTR 413S. This will allow the 413 course number to remain as the base course, but not be published in the catalog. Course was approved in fall 2018 for the 2019-2020 catalog. Impact on Other Units: None. This course is available to NUTR students only and will not impact other units. Financial Impact: None. The S-designation version of this course will continue to be taught as part of the normal course load of existing faculty. Additional Documentation: No additional approval is required for this change. This change is not substantive and does not need to be reported to SACSCOC.

Low-
impact:
Revise
course

REVISE TITLE, REVISE DESCRIPTION, REVISE CREDIT HOURS, REVISE (RE) PREREQUISITE(S)**NUTR 420 Nutrition Research Design & Methods II (2)**

Reading and interpretation of the nutrition research literature, including statistics. Development of skills in asking a practice question, planning data collection, collecting and analyzing data to inform future nutrition and dietetics practice. Understanding ethics in human research.
(RE) Prerequisite(s): NUTR 320 and Statistics 201.

Formerly: NUTR 420 Interpreting Current Nutrition Research (3)

Scientific method, study design, data interpretation, and critical evaluation of current nutrition literature.

(RE) Prerequisite(s): NUTR 415 and Statistics 201.

Supporting Information

Rationale: This revision is the result of regular curricular review, student feedback, and is part of programmatic revision to both the Basic Science Concentration and to the Dietetics Concentration. Students in both concentrations have expressed the desire to have earlier exposure to research methods concepts. The revision to the title, course content, prerequisite, and reduction of one credit hour reflects curricular revisions addressing this feedback (i.e., the addition of NUTR 320, in a prior CRC cycle). Students will now be required to take 2 hours of NUTR 320 and 2 hours of NUTR 420. Students following previous catalog years will be advised to enroll in NUTR 320 (2 credits) and an additional 1 credit of general electives if needed to attain a total 120 credit hours. This revision will address all four SLOs. Impact on Other Units: None. This course is available to NUTR students only and should not impact other units. Financial Impact: None. This course will continue to be taught as part of the normal course load of existing faculty. Additional Documentation: No additional approval is required for this change. This change is not substantive and does not need to be reported to SACSCOC. A syllabus has been provided.

Low-
impact:

REVISE TITLE, REVISE DESCRIPTION, REVISE CREDIT HOURS, REVISE (RE) PREREQUISITE(S), ADD (RE) CO-REQUISITE(S), ADD COMMENT(S)

Revise
course**NUTR 422 Nutrition Education & Counseling (3)**

Introduction of communication, education, and counseling skills for aiding change in eating habits, with emphasis on skill development in client-centered counseling, using the Nutrition Care Process as a framework.

(RE) Prerequisite(s): NUTR 315, NUTR 316.

(RE) Co-requisite: NUTR 415.

Comment: Preference given to NUTR majors in the Dietetics Concentration.

Formerly: NUTR 422 Nutrition Counseling (2)

Introduction of individual and group-based counseling skills for aiding change in eating habits, including assessment for intervention development, and evaluation to determine intervention effectiveness. Course aims to help students begin to cultivate a professional perspective in dealing with professional ethics as applied to the field of dietetics.

(RE) Prerequisite(s): NUTR 415, NUTR 421, and PSYC 110.

Supporting Information

Rationale: This revision is the result of regular curricular review and student feedback. Revision to the course title and description more accurately reflect the content of the course and the addition of one credit hour reflects the need to increase exposure to these topics. Replacing the current prerequisites with our two new assessment courses (added in 2019-2020 CRC cycle) makes more sense, sequentially. Making NUTR 415 a co-requisite is a housekeeping change, as NUTR 415 and 422 are offered in the same semester. This change primarily addresses SLOs 3 and 4. Impact on Other Units: None. This course is available to NUTR students only and should not impact other units. Financial Impact: None. This course will continue to be taught as part of the normal course load of existing faculty. Additional Documentation: No additional approval is required for this change. This change is not substantive and does not need to be reported to SACSCOC. A syllabus has been provided.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

Special Education Major, BS in Education; Interventionist/Comprehensive, Deaf/Hard of Hearing, Educational Interpreting, and Communication Disorders Concentrations

1. Planning (for Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations)
Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction (for Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations)
Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Assessment (for Interventionist/Comprehensive and Deaf/Hard of Hearing Concentrations) Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. (For Interventionist/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments (for Interventionist/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. (for Educational Interpreting and Communication Disorders Majors) (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.
7. (For Educational Interpreting and Communication Disorders Majors) (from InTASC Standard 10) Seeks appropriate roles and opportunities to take responsibility for well-being of individuals with disabilities, to collaborate with students, families, colleagues, school professionals, and community members to ensure individual learner growth, and to advance well-being of individuals with disabilities.

(ASL) AMERICAN SIGN LANGUAGE

Low-
impact:
Revise
course

REVISE DESCRIPTION

ASL 212 Intermediate American Sign Language II (3)

Sequence (ASL 211-ASL 212) stresses fluency of expressive and receptive sign language skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the Deaf Community in the United States and other countries internationally.

(RE) Prerequisite(s): ASL 211 with a grade of C or better.

Comment(s): Deaf education majors, educational interpreting majors, and American sign language minors must earn a minimum grade of B, and non-majors must earn a minimum grade of C to advance to ASL 311.

Formerly: Sequence (211-212) stresses fluency of expressive and receptive sign language skills. Using language in context is emphasized. Grammatical structures of ASL and cultural implications of the Deaf Community.

Supporting Information

Rationale: The Deaf Focus Team wanted to see that ASL 212 to be approved for GCI. This will give the student an opportunity to have this one option. The Vol Core is revamping the general education from Culture and Citizenship to Global Citizenship. Impact on other units: This change should not have any impact on other units. It is a high demand course. However, the demands will remain the same as they have been in the last three years. We do not foresee a higher demand for ASL 212 based on this change. Financial impact: None. This course is taught by existing faculty. Additional documentation: We are proposing this course for Vol Core GCI which will require additional approval. There are no student learner outcomes for minors.

(SPED) SPECIAL EDUCATION

Low-
impact:
Revise
course

REVISE TITLE, REVISE DESCRIPTION

SPED 320N Field Experiences in Special Education: Mild/Moderate Disabilities (3)

This course is designed to provide field experiences in teaching K-12 students with mild to moderate disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with mild to moderate disabilities.

Formerly: Clinical Experiences in Special Education: Mild/Moderate Disabilities (3)
This course is designed to provide clinical experiences in teaching K-12 students with mild to moderate disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with mild to moderate disabilities.

Note: the same revision will be made to the archived base course SPED 320.

Supporting Information

Rationale: The requested changes are small wording changes to replace the phrase "clinical experience" with "field experience." This change is being requested in all of our undergraduate programs to be reflective of accreditation language that considers "clinical" experience only that which is completed as a full student teaching or internship experience completed immediately before licensure. This is not the purpose of this course, so we need to change the language to be more accurate. In addition, Associate Dean David Cihak indicated that our only courses that meet the definition of "clinical" are the graduate-level professional internship courses. Impact on other units: There is no impact on other units. These are minor wording changes and only affect our program. Financial impact: None. These are minor wording changes and only affect our program. Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC.

Low-
impact:
Revise
course

REVISE TITLE, REVISE DESCRIPTION

SPED 322N Field Experiences in Special Education: Moderate/Severe Disabilities (3)

This course is designed to provide field experiences in teaching K-12 students with moderate to severe disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with moderate to severe disabilities.

*Formerly: Clinical Experiences in Special Education: Moderate/Severe Disabilities (3)
This course is designed to provide clinical experiences in teaching K-12 students with moderate to severe disabilities. Teacher candidates enrolled in the course will plan, implement, and evaluate instruction for K-12 students with moderate to severe disabilities.*

Note: the same revision will be made to the archived base course SPED 322.

Supporting Information

Rationale: The requested changes are small wording changes to replace the phrase "clinical experience" with "field experience." This change is being requested in all of our undergraduate programs to be reflective of accreditation language that considers "clinical" experience only that which is completed as a full student teaching or internship experience completed immediately before licensure. This is not the purpose of this course, so we need to change the language to be more accurate. In addition, Associate Dean David Cihak indicated that our only courses that meet the definition of "clinical" are the graduate-level professional internship courses. Impact on other units: There is no impact on other units. These are minor wording changes and only affect our program. Financial impact: None. These are minor wording changes and only affect our program. Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC.

Mid-
impact:
Add
course

ADD COURSE

SPED 335 Language and Literacy Development and Disorders (3)

Emphasizes an understanding of language development, speech and language differences common among children with developmental delays and / or disabilities, and the impact of speech and language impairments on the development of literacy skills. Learners explore methods for increasing K-12 students' speech and language skills, including the use of augmentative communication.

Comment: Restricted to students in the Special Education major or with consent of instructor.

Supporting Information

Rationale: Large percentages of students who have disabilities also have reading difficulties. Most of these children exhibited speech / language delays at a young age that, in turn, impacted the development of literacy skills. It is crucial for special education teachers to understand common speech and language difficulties and learn strategies to ameliorate the effects of these issues. Upon reflecting on our content standards, we believe having an understanding of language and the impact of speech/ language delays on literacy development is crucial for our students. Impact on other units: This course will be offered by a new faculty member who will split her time between the Deaf Ed and SPED programs. It also will be available as an elective for students in the AUSP program. It will not affect other units negatively. Financial Impact: This course will be offered by a new faculty member (now on staff) who will split her time between the Deaf Ed and SPED programs. No financial impact is anticipated. Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC.

Low-
impact:

REVISE CREDIT HOURS, REVISE DESCRIPTION, REVISE (RE) PREREQUISITE(S), REVISE (RE) COREQUISITE(S)

Revise
course

SPED 416 Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (3)

Determining and implementing best practices in instruction, both remediation and accommodation strategies, for students with learning disabilities and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, progress monitoring, and databased decision-making.

(RE) Prerequisite(s): ENGL 102, ENGL 132, ENGL 290, or ENGL 298; SPED 402.

(RE) Corequisite(s): SPED 320N or SPED 415.

Formerly: Effective Instruction for Students with Learning Disabilities and Other Academic Difficulties (6)

Determining and implementing best practices in instruction, both remediation and accommodation strategies, for students with learning disabilities and other academic difficulties. Understanding and applying high-leverage evidence-based practices, strategy-based instruction, assessment, and progress monitoring, and databased decision-making.

(RE) Prerequisite(s): SPED 402.

(RE) Corequisite(s): SPED 320N or SPED 416.

Supporting Information

Rationale: During the last academic year, we added a Foundations of Learning Disabilities Course (SPED 415) and changed our learning disabilities methods course (SPED 416) to reflect shifting curriculum content. In response to the need for adding dual licensure programs, there is a need for SPED 416 to be available to more students. As a 6-credit-hour course, it is difficult for students in other programs to fit SPED 416 into their programs of study. Now that we have the LD foundations course, we believe content standards are able to be met with a reduced number of credit hours in this course. Therefore, we wish to reduce the hours of SPED 416 to 3 credit hours. We also want to make two small changes to the course description. We want to remove a superfluous word (and) from the catalog description and we need to have the co-requisite changed from 416 (this course) to the correct summer co-requisite of 415. (During fall, 416 is offered with 320N; during summer, it is offered with 415 occurring first session and 416 occurring during second session). Finally, we want to add prerequisites that meet UTK general education requirements for Written Communication (WC). Upon reflecting on our content standards and recent curriculum shifts, we believe we only need three credit hours for this course. Also, we are applying for this course to be included as a Written Communication course. It is suggested in the directions that WC courses have other WC courses as prerequisites. Impact on other units: This course will be offered by SPED faculty for SPED students and will not affect other units negatively. Financial Impact: SPED 416/ 516 will remain as part of the load for existing faculty. This minor change should have no impact. Additional documentation: This reduction of credit hours is reflective of a curriculum shift. The learning outcomes are able to be met in 3 credit hours. This is not a substantive change and does not need to be reported to SACSCOC.

Low-
impact:
Revise
course

REVISE DESCRIPTION, REMOVE GRADING RESTRICTION

SPED 420N Practical Teaching in Special Education I (4)

This course is designed to provide an in-depth field experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement, and evaluate instruction under the guidance of a mentoring teacher. This course will include (a) planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high-leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior.

Formerly: SPED 420N Practical Teaching in Special Education I (4)

This course is designed to provide an in-depth clinical experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement, and evaluate instruction under the guidance of a mentoring teacher. This course will include (a)

planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high-leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior. Grading Restriction: Grading Restriction: Satisfactory/No Credit grading only.

Note: the same revision will be made to the archived base course SPED 420.

Supporting Information

Rationale: Most of the requested changes are small wording changes to replace the phrase "clinical experience" with "field experience." This change is being requested in all of our undergraduate programs to be reflective of accreditation language that considers "clinical" experience only that which is completed as a full student teaching or internship experience completed immediately before licensure. This is not the purpose of this course, so we need to change the language to be more accurate. In addition, Associate Dean David Cihak indicated that our only courses that meet the definition of "clinical" are the graduate-level professional internship courses. We also want to remove the grading restriction to be consistent with our other field experience courses that are graded with the regular letter-grade system. The S/NC grading system was added in error. Impact on other units: There is no impact on other units. These are minor changes and only affect our program. Financial impact: None. These are minor changes and only affect our program. Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC.

Low-
impact:
Revise
course

REVISE DESCRIPTION

SPED 422N Practical Teaching in Special Education II (4)

This course is designed to provide an in-depth field experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement, and evaluate instruction under the guidance of a mentoring teacher. This course will include (a) planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior.

Formerly: This course is designed to provide an in-depth clinical experience in teaching K-12 students with disabilities. Teacher candidates will plan, implement, and evaluate instruction under the guidance of a mentoring teacher. This course will include (a) planning, instruction, and assessment based on needs of students with disabilities, (b) implementation of special education high leverage practices, and (c) use of research-based strategies to engage students and maintain and facilitate appropriate behavior.

Note: the same revision will be made to the archived base course SPED 422.

Supporting Information

Rationale: Most of the requested changes are small wording changes to replace the phrase "clinical experience" with "field experience." This change is being requested in all of our undergraduate programs to be reflective of accreditation language that considers "clinical" experience only that which is completed as a full student teaching or internship experience completed immediately before licensure. This is not the purpose of this course, so we need to change the language to be more accurate. In addition, Associate Dean David Cihak indicated that our only courses that meet the definition of "clinical" are the graduate-level professional internship courses. Impact on other units: This is a minor wording change and should have no impact on other units. Financial impact: None. This is a minor wording change that only affects our program. Additional Documentation: This is not a substantive change and does not need to be reported to SACSCOC.

DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

Low-
impact:
Revise
program

REVISE REQUIREMENTS
Requirements for the Bachelor of Science in Education, Kinesiology Major
 (footnotes 5 and 6)

- ⁵ Select courses from KNS 231, KNS 290, KNS 331, ~~KNS 334~~, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 431, ~~KNS 435~~, KNS 440, KNS 450, ~~KNS 475~~, KNS 485, KNS 490, KNS 493, KNS 497; RSM 326, RSM 335, ~~RSM 337~~, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450. Students must earn a C or better in these courses.
- ⁶ Select courses from ACCT 200; ANTH 480; any BCMB course; BIOL 101*, BIOL 102*, BIOL 150*, BIOL 160*, BIOL 159*, BIOL 220, BIOL 229, BIOL 240, BIOL 260, BIOL 269; CFS 210*; CHEM 260, CHEM 268, CHEM 269, CHEM 359, CHEM 360, CHEM 368; CLAS 273; COSC 100*; ECON 201*; EEB 240; FINC 300; KNS 231, KNS 290, KNS 331, ~~KNS 334~~, KNS 335, KNS 365, KNS 370, KNS 380, KNS 426, KNS 431, ~~KNS 435~~, KNS 440, KNS 450, ~~KNS 475~~, KNS 485, KNS 490, KNS 493, KNS 497; MARK 300; MGT 201, MGT 300; MICR 210*; NURS 201, NURS 351; NUTR 302; PHIL 244*, PHIL 252*; PSYC 220, PSYC 300, PSYC 301, PSYC 310, PSYC 320, PSYC 330, PSYC 360, PSYC 382, PSYC 400*, PSYC 410, PSYC 430, PSYC 434*, PSYC 435, PSYC 440, PSYC 461, PSYC 470, PSYC 475, PSYC 480, PSYC 482, PSYC 496; PUBH 201, PUBH 202, PUBH 315, PUBH 350, PUBH 401; RSM 326, RSM 335, RSM 338, RSM 370, RSM 405, RSM 415, RSM 424, RSM 426, RSM 450; STAT 201*. Students must earn a C or better in these courses. Other courses not listed here may be petitioned to count as kinesiology professional electives with approval of the assigned kinesiology faculty advisor. Check with advisor prior to taking the course. Courses selected as professional electives cannot be used to fulfill additional requirements in the program.

Supporting Information

Rationale: The new KNS 475 and KNS 435 courses need to be included in the list of acceptable department and program electives. Review of the RSM curriculum by the faculty deemed it necessary to drop RSM 334 (cross-listed as KNS 334) and RSM 336 from the curriculum and restrict RSM 337 to RSM majors only. Impact on other units: The addition of the courses will not have an impact on units outside of the KNS Major. Financial impact: KNS 435 was taught as special topics and will be taught as an existing faculty's current workload. KNS 475 is being added to better serve our students. Adding the course to the department and professional electives will not require additional staffing and will not affect the department or college budget. Additional Documentation: No additional approvals are required

Low-
impact:
Revise
program

REVISE REQUIREMENTS
Requirements for the BS in Education - Recreation and Sport Management Major - Sport Management Concentration

Term 5		
^{3,4} MARK 300	3	RSM 250
RSM 335	3	
RSM 290	3	
RSM 440 ² Unrestricted Electives	3	
⁶ Recreation and Sport Management Electives	3	
Term 6		
¹ Arts and Humanities Elective*	3	RSM 290
^{3,4} MGT 300	3	
⁵ RSM 350, ⁵ RSM 390	6	

RSM 340 ⁶ Recreation and Sport Management Elective	3	
Term 7		
⁶ Recreation and Sport Management Electives	6 9	RSM 390
RSM 450	3	
¹ Communicating through Writing Elective*	3	
^{3,4} FINC 300	3	

⁶ May choose from ~~KNS 490~~; RSM 330, ~~RSM 334~~, ~~RSM 336~~, RSM 337, RSM 338, ~~RSM 340~~, RSM 360, RSM 370, RSM 380 (class focus must be sport management), RSM 410, RSM 415, ~~RSM 430~~, ~~RSM 440~~, ~~RSM 450~~, RSM 460. All courses ~~on list~~ (except ~~KNS 490~~, ~~RSM 337~~, RSM 338, and RSM 370) require advancement into the recreation and sport management major.

Supporting Information

Rationale: Review of the curriculum by the faculty deemed it necessary to require the 3 additional course (RSM 340, 440, 450), rather than have them as RSM electives. The classes removed from RSM electives were a result of requiring 3 (RSM 340, RSM 440, RSM 450) of the courses and the dropping of 2 (RSM 334 and RSM 336) from the curriculum. Impact on other units: Dropping RSM 334 will impact both Religious Studies and Kinesiology. RSM 334 is listed as a department and professional elective for the KNS major (cross-listed as KNS 334) and on a list for the Religious Studies Major, BA – Religion and Nonprofit Leadership Concentration. Dropping RSM 336 is also included as a department and professional elective for KNS. Appropriate measures have been taken to remove the course(s) from their curriculum. Financial Support: The change will not have an impact on department or college budgets. Additional documentation: No additional approvals are required for this change.

DEPARTMENT OF NUTRITION

Low-
impact:
Revise
program

REVISE REQUIREMENTS

Requirements for the Bachelor of Science in Health and Human Sciences – Nutrition Major – Basic Science Concentration

Term 8		
² Arts and Humanities Elective*	3	No milestones
⁴ NUTR 416, ⁴ NUTR 420	5 6	
² Cultures and Civilizations Elective*	3	
¹ Unrestricted Elective	4 3	

Supporting Information

Rationale: Revisions to these showcases reflect course credit hour revisions proposed above and have been agreed upon by nutrition faculty. These changes primarily address SLOs 3 and 4.

Impact on Other Units: These changes were reviewed by the department and the Office of Advising and Student Services and it was determined that they do not have an impact on other units. Financial Impact: These changes will not affect the department or college budget and will not increase the workload of existing faculty. Additional Documentation: No additional approval is required for these changes. These changes are not substantive and do not need to be reported to SACSCOC.

Low-
impact:

REVISE REQUIREMENTS

Revise
program**Requirements for the Bachelor of Science in Health and Human Sciences – Nutrition
Major – Dietetics Concentration**

Term 7		
HRT 210	3	No milestones
⁶ NUTR 330	1	
⁶ NUTR 410	1	
⁶ NUTR 412	3	
⁶ NUTR 415	3	
⁶ NUTR 425	1	
⁶ NUTR 422	3 2	
^{6,7} NUTR 413S	1	
Term 8		
⁶ NUTR 303	3	No milestones
⁴ NUTR 416	3	
⁴ NUTR 420	2 3	
^{1,8} Unrestricted Electives	5	

Supporting Information

Rationale: Revisions to these showcases reflect course credit hour revisions proposed above and have been agreed upon by nutrition faculty. These changes primarily address SLOs 3 and 4.

Impact on Other Units: These changes were reviewed by the department and the Office of Advising and Student Services and it was determined that they do not have an impact on other units. Financial Impact: These changes will not affect the department or college budget and will not increase the workload of existing faculty. Additional Documentation: No additional approval is required for these changes. These changes are not substantive and do not need to be reported to SACSCOC.